



Open Educational Resources in Egyptian Universities: An Exploratory Study

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Abstract

Open Educational Resources (OER) have gained traction globally as a cost-effective and accessible means of enhancing educational quality and equity. In Egypt, where resource constraints are common in higher education, OER could offer new opportunities for curriculum development and delivery. The study employed a qualitative approach involving semi-structured interviews with faculty members from various disciplines across three major universities in Egypt. Data were analysed using thematic content analysis to identify patterns and themes related to OER adoption and challenges faced by educators. A key finding was the significant interest expressed by educators in adopting OER, particularly for enhancing digital literacy skills among students. However, financial constraints and lack of institutional support emerged as major barriers hindering wider adoption. While there is enthusiasm for using OER to improve educational outcomes, practical implementation remains constrained by resource limitations and institutional inertia. Future research should focus on developing strategies to address these challenges. Universities should explore partnerships with external organizations that can provide the necessary resources such as funding or technical support. Additionally, policymakers should consider incentives for institutions to adopt OER effectively.

Keywords: *African, Openness, Pedagogy, Resources, Sustainability, Transformative, Utilisation*

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